An Analytical Study of Intelligence, Interest, Learning Style and Educational Problems in Relation to Academic Achievement of Backward Students

A RE-REVISED SYNOPSIS

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1.0.0 INTRODUCTION

It is a universal truth that all children are basically the same but are different up to a limit from each other physically, mentally, educationally and socially. It is therefore, not unusual to find in our classroom, many students who do not benefit much from the usual classroom teaching mostly designed for the normal or averages. Among such children, there may lay two groups of children, the first one who possess a superior intellectual potential and a unique creative ability to deal with their environment, known as "gifted" children and the second one who do not progress from grade to grade according to the normal rate of the school system, and who constantly require special assistance in the classes in which they are enrolled and are called "backward". According to Cyril Burt (1937), "Backward child is one who, in his mid school career (i.e. about ten-and-a-half years) is unable to do the work of the class next below that which is normal for his age." According to Cyril Burt (1937), having an attainment quotient lower than 85, the child is called backward in that subject. It has already been shown by various researches that backwardness in school is not simply an intellectual matter, but that it is a condition where normal school achievement has been prevented by a variety of interacting influences.

A significant number of children fail to perform adequately in academics without any apparent limitation. In a considerable number of these incidences, there is a discrepancy between the children's potential and their actual performance. It is a known fact that each student of the class brings a unique set of characteristics to the classroom: different background knowledge, intelligence, a unique learning style, a variety of interests and varied parental support and expectations. To anticipate that each student would learn in the same way, at the same speed, and using the same material is an unrealistic expectation. Every student possesses different intelligence, interests, learning styles, and educational problems which may influence his academic achievement. It is an important fact that these variables definitely affect the educational backwardness.

A low general intelligence-the inborn general capacity, is found to be the commonest and most serious in all the causes of educational sub-normality (Cyril Burt, 1937). But it is not necessary that all backward children have less than average IQ or ability. It may possible that a child may

be backward in spite of having high intelligence. Quite a number of children with high intelligence show a great deal of 'scatter' in their scholastic achievement because of the impact of emotional and social maladjustment**.**

Generally students take interest in social, artistic, recreational and domestic activities. They like to spend their time in enjoying music, video games, mobile games, sports, movies, domestic works, social networking sites etc. This may be the main cause of lack of interest in studies. Research works of Curtis, K. and Shaver, J.P. (1980) reveal that the attention span of the backward students is relatively short, also they lack concentration. Studies, then, become a burden and studying without interest reduces the energy of the pupil, leaving him withered and restless, it makes the individual unhappy and he does not work at his maximum efficiency level, resulting in poor performance in academic achievement.

The child is called backward not only because he is a slow learner but also he is not using an effective learning style. Owing to it, he may forget his lessons at examinations that show his low academic achievement and turned him into backward student. According to Dunn and Dunn (1986), multi-style learners tend to achieve more and score better than learners with one or two learning styles. As such, it is inferred that learning styles do make an impact on the students' overall academic achievement.

It is considered that students generally face various educational problems. Because of these problems, the students may not concentrate upon their studies and become educationally backward. Hence, many problems related to teachers and teaching, social atmosphere, organizational or administration and cultural causes, may be responsible for low academic achievement. Under these circumstances, the students are surrounded by many problems which may be related to poor self-concept, lack of family involvement and encouragement, damaging peer pressure, cultural deprivation, emotional problems, and physical illness.

Therefore, it is necessary that not only the teachers but also the parents of the backward students must root out the causes of the backwardness and create such type of environment where such students take interest in educational activities and make their academic achievement high.

2.0.0 EMERGENCE OF THE PROBLEM

On a national level not much is done to accommodate the educationally backward children. No special services are provided nationwide, nor are the services provided at a state or district level. It is up to the teachers and parents to provide the help needed for educationally backwards to progress. Only in few schools, psychologists are available to give advice and inform teachers and parents of strategies to use to assist the students.

There is an urgent need of special education for the backward students. It will help in saving huge wastage and stagnation and check the growth of backward students. It has been found that a lot of studies have been carried out in the field of average, above average and gifted students but very few researches have been done on backward students. At present, it is necessary to determine the causes and to implement the intervention program for reducing backwardness. There are certain questions which are to be answered-

i. What are the causes of backwardness of students studying in regular classes?
ii. What measures should be taken to control, reduce and remediation of these backward students in regular classes?

Therefore, to find out the answers of above questions, the present study has been proposed by the researcher.

3.0.0 JUSTIFICATION OF THE STUDY

In the modern competitive world in which academic achievements are considered important, scholastic backwardness causes tremendous stress for the students. Such backwardness in a student, in most of the contexts, may make the student feels secluded and also turn into problematic child. This indicates the pressing need of today's society, to take up this issue as a research problem. Different researchers, regarding scholastic backwardness, in general, have taken up several studies. Some of the studies among them are as follows:

Table 1.1: Studies related to Backwardness

S.No.	Year	Researcher	Research Area	Findings
1	2000	S. Hidi & J.M. Harackiewicz	Motivating the Academically Unmotivated: A Critical Issue for the 21st Century.	Interest and Goals have been identified as two important motivational variables that impact individual's Academic Performance.
2	2003	S. Parida	Effect of Socio-Economic Status, School Environment and Medium Of Instruction on the Mental Abilities and Academic Achievement of school children.	SES, School Environment and Medium of Instruction significantly influence Academic Achievement of students and gender difference does not exist.
3	2006	A.N. George	Mathematical Backwardness and Its Remediation in Goa.	Remedial Programmes showed improvement in terms of Attitude and Academic Performance.
4	2007	S. Dhall & P. Thukral	Intelligence as related to Self-Confidence and Academic Achievement of school students.	There existed significant relation between Intelligence and Academic Achievement. It was found that for Intelligence and Academic Achievement gender differences exist.
5	2008	J.L. Williams	The relationship between Learning Styles and Student's Performance on the Palmetto Achievement Challenge Test in a low Performing, low Socio-Economic Status school.	There existed no significant relationship between learning style and student's performance.
6	2009	R. Hegde C. Rao & S. Shashidhar	Factors Affecting Scholastic Performances of Adolescents.	The incidence of poor Study Habits and social factors were increased in low achievers. Reason for low performance are not having help for study at home, not doing home work regularly, and not reading before examinations.
7	2009	S. Chauhan	Role of General Intelligence, Emotional Intelligence and Spiritual Intelligence as determinants of Academic Performance at Senior Secondary Level.	There existed no significant relationship between Intelligence and Academic Performance. The relationship between Academic Performance and Intelligence is same for both genders.
8	2010	N. Habibollah H. Abdullah A. Tengku & S. Jamaluddin	Intelligence and Academic Achievement: An investigation of gender differences.	There existed no significant relationship between males and females regarding which aspect of Intelligence related to Academic Achievement
9	2011	M.J.Z. Abidin A.B. Razaee H.N. Abdullah & K. Kaur	Learning Styles and overall Academic Achievement in a specific educational system.	There existed significant relationship between Learning Style and Academic Achievement. Multiple Learning Styles can significantly enhance Academic Achievement.
10	2011.	M.L. Wilson	Students' Learning Style Preferences and Teachers' Instructional Strategies: Correlations Between Matched Styles and Academic Achievement.	The results demonstrate a lack of significant correlation between variables.
11	2012	K. Haneesh P.K. Kumar S.K. Sukumaran & A. Riyaz	Risk Factors for Scholastic Backwardness in Children.	Statistically significant differences were noted in the educational level and employment status of parents of children with Scholastic Backwardness and those with good Academic Performance.

Thus, the results of different studies are not directly comparable or supported; therefore, the present study is planned to clarify some of the important contradictions by using such variables. The researcher has not found such study which directly or indirectly linked with all variables and also not directly supported the selected problem. Very few studies were explored regarding interest and educational problems of backward students by the researcher. But the importance of these variables is remaining same. For this reason, there is a great necessity to examine the relationship of Intelligence, Interest, Learning Styles and Educational Problems with Academic Achievement of backward students.

4.0.0 STATEMENT OF THE PROBLEM

"*An Analytical study of Intelligence, Interest, Learning Style, and Educational Problems in relation to Academic Achievement of Backward students*"

5.0.0 OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE STUDY

5.1.0 INTELLIGENCE

In the present study, intelligence is the general mental ability that involves the knowledge to reason, solve problems and comprehend complex facts.

5.2.0 INTEREST

In the present study interest means something which arouses attention and curiosity in the students. Here this term covers many activities such as social, artistic, domestic, recreational, educational activities etc. in which students take interest.

5.3.0 LEARNING STYLE

Learning styles are those strategies of learning under which a student is most likely to learn. It refers to the way by which one internally represents experiences and recall or processes information.

5.4.0 EDUCATIONAL PROBLEMS

Education means the overall development of the students but sometimes the students face such hindrances which affect their results. These problems are known as educational problems. The educational problems related to teaching, social, organizational and cultural will be considered in the present study.

5.5.0 ACADEMIC ACHIEVEMENT

In the present study academic achievement will refer to the scores obtained by the students in Academic Achievement Test which will be applied to identify the backward students.

5.6.0 BACKWARD STUDENTS

The backward students are someone who are unable to do work of the class next below which is normal for his classmates; for instance, Academic Achievement Test, based on the VII standard curriculum, will be administered on the students of class IX, and who get lower than 85 Achievement Quotient will be considered as backward students.

6.0.0 OBJECTIVES OF THE STUDY

1. To identify the backward students through academic achievement test from the regular class-rooms.
2. To study the relationship between intelligence and academic achievement of backward students.
3. To study the relationship between interest and academic achievement of backward students.
4. To study the relationship between learning style and academic achievement of backward students.
5. To study the relationship between educational problems and academic achievement of backward students.
6. To study the interrelationship between dependent and independent variables.
7. To implement the Individualized Education Program for dealing with backward students in the regular classes.
8. To study the effectiveness of the Individualized Education Program.

7.0.0 HYPOTHESIS

Ho 1. There exists significant relationship between intelligence and academic achievement of backward students.

Ho 2. There exists significant relationship between interest and academic achievement of backward students.

Ho 3. There exists significant relationship between learning style and academic achievement of backward students.

Ho 4. There exists significant relationship between educational problems and academic achievement of backward students.

8.0.0 DELIMITATION

The proposed study will be delimited as under:

1. The study will be delimited to the students who are educationally backward in all academic subjects.
2. The students who are appearing in IX class will be considered.
3. The students, who will attain lower than 85 attainment quotient on Academic Achievement Test of VII class, will be considered as backward students.
4. The present study will be confined to the schools of Agra city affiliated to the U.P. Board.

9.0.0 METHODOLOGY OF THE STUDY

The methodology of the study has been stated in the following heads:-

9.1.0 VARIABLES OF THE STUDY

9.1.1 Dependent variable

i. Academic Achievement

9.1.2 Independent variables

i. Intelligence
ii. Interest
iii. Learning style
iv. Educational problems
v. Gender

9.1.3 Controlled variables

i. Educational Backwardness

ii. Class

9.2.0 METHOD OF THE STUDY

The main aim of the proposed study is to find the relationship of intelligence, learning style, interest and educational problems with academic achievement of backward students. Keeping in view the nature of the study, the Descriptive Survey Method will be employed in the present research.

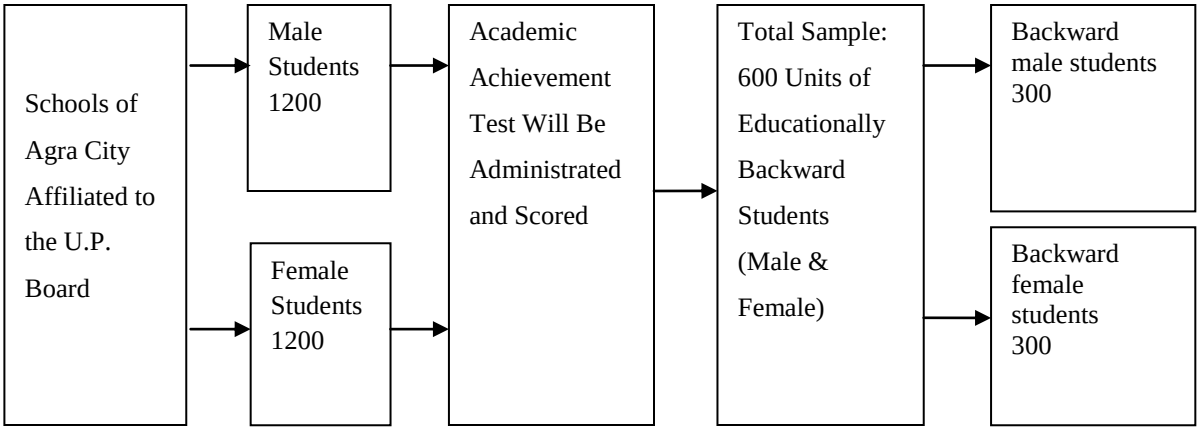
9.3.0 SELECTION OF THE SAMPLE

i. Backwardness of the students will be determined through the Classroom Academic Achievement Test developed by the researcher.

ii. In the present study the schools of Agra city affiliated to the U.P. Board will be selected through stratified random sampling.

iii. Students of class IX will be selected by the researcher.

iv. A sample unit (300 male students and 300 female students) of secondary schools will be selected out of the 1200 male students &1200 female students who will obtain lower than 85 Achievement Quotient.


Schools of Agra City Affiliated to the U.P. Board
Male Students 1200
Female Students 1200
Academic Achievement Test Will Be Administrated and Scored
Total Sample: 600 Units of Educationally Backward Students (Male & Female)
Backward male students 300
Backward female students 300

9.4.0 TOOLS

To furnish the data in details self made and various suitable and standardized psychological tools will be used. By observing the nature of the study following tools will be used:

1. Academic Achievement Test will be developed by the researcher.
2. Verbal Intelligence Test by R.K Ojha and Raychoudhary.
3. Interest Inventory will be developed by the researcher.
4. Learning Style Inventory by K.S. Mishra.
5. Educational Problems Questionnaire by Beena Shah and S.K. Lakhera.

9.5.0 STATISTICAL TECHNIQUES

According to the requirements of the study, the researcher will use Quantitative Statistical Analysis. In Quantitative Statistics, the researcher will use both the Descriptive and Inferential Statistics in the present study to analyze and interpret the data.

Descriptive Statistics: Mean, Standard Deviation and Coefficient of Correlation will be applied as descriptive statistics.

Inferential Statistics: t-test will be applied as inferential statistics.

10.0.0 SIGNIFICANCE OF THE STUDY

Children of present days are the citizens of tomorrow; they are going to be the 'Pillars' of the country. Hence, it is essential to ensure that each pillar is as strong as the other. Moreover, we cannot bring about optimum human resource development without uplifting the educationally backward students. There is every possibility that each classroom has some backward students. It is more true so at primary and high school levels. They come to school regularly; but they are likely to become dropouts if their needs are not adequately met. From psychological point of view, it would be more beneficial to identify the backward students as early as possible. The earlier they are identified, the sooner they can be subjected to remedial instruction.

There is an indistinct line between the age of IX class students and adolescence which is time to build the personality and planning for future goals and if in this period the students become backward, they will not be able to make their future goal oriented. So, if we find out the causation of backwardness - *Intelligence, Interest, Learning Styles and Educational Problems*, in

these circumstances, we may provide help to backward students in improving their educational skills to obtain educational achievement up to a normal level.

In India one of the major problems, presented in schools by teachers, is low academic achievement of children. If scholastic backwardness is not managed properly, it may cause significant academic stress in children leading to anxiety disorders, depression and even deliberate self harm and also it can be serious problem for students, teachers, and parents as well as for society. This speaks a lot about the significance of taking up the present investigation.

Going higher up in the social status by means of academic achievement is universally accepted and the most important determinant of a person's adult status is his career in the present time. Intelligence, interest, leaning styles and academic achievement are those intrinsic factors that, in turn, act as a self rewarding system in one's forward movement with scores; and backwardness creates hurdles in the way of it. Thus, the investigator felt a need that the study would be comprehensive only when such innermost factors are taken into consideration.

It is the duty of the government, society and educational institutions of this democratic nation, to ensure that such children should be identified and then proper education and guidance should be provided to them according to their needs. Hence, any child with difficulty in reading or arithmetic skills or deterioration in academic performance should be evaluated and managed scientifically at the earliest. Improvement in academic performance will help the child to excel in future life. This study will help to know the problems of backward students and its relation with academic achievement so that program formulations and implementation of remedial program can be organized and we may help them for building a strong personality and future orientation.

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